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ABSTRACT

A key premise of Reading Recovery is that early intervention in first grade is critical in long-term literacy achievement because the gap between lowest- and highest-achieving children is narrow in lower grades but widens in later elementary school. Reading Recovery closes this gap at the critical time in children's literacy learning before the gulf is too wide to bridge. Reading Recovery in the United States achieved a significant milestone during the 2000-2001 school year, passing the one million mark for number of students served since its introduction in 1984. This report presents Reading Recovery results from the 2000-2001 school year. The report is divided into these sections: More Than One Million Served; Reading Recovery Lessons; Measuring Success in Reading Recovery; Reading Recovery Professional Development; Implementation in Schools; and "Descubriendo la Lectura." (Contains 21 references.) (NKA)

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More Than One Million Children Served

Reading Recovery Council of North America

Results 2000–2001

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Data for this report were prepared by the National Data Evaluation Center, The Ohio State University College of Education, 807 Kinnear Road, Columbus, Ohio 43212. http://ndec.reading-recovery.org

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More Than One Million Children Served

Reading Recovery in the United States achieved a significant milestone during the 2000–2001 school year, passing the one million mark for number of students served since its introduction in 1984. During the 2000–2001 school year, Reading Recovery teachers served 152,241 of the lowest-achieving first-grade students—children who were not catching on to the complex set of concepts that make reading and writing possible. That number, added to the more than 850,000 students who had been served since Reading Recovery began in the United States, brought the total to 1,003,796.

The totals include children served by Descubriendo la Lectura, Reading Recovery in Spanish. Descubriendo la Lectura serves low-achieving first graders who are receiving their classroom instruction in Spanish. Of the total number of children served in the past year, 3,232 were Descubriendo la Lectura students and 149,009 were Reading Recovery students.

A key premise of Reading Recovery is that early intervention in first grade is critical. This premise is supported by longitudinal research (Juel, 1988) that shows children who fall behind in Grade 1 tend to remain below grade level in later school years.

Educators agree that early intervention programs are critical in long-term literacy achievement because the gap between lowest- and highest-achieving children is narrow in lower grades but widens in later elementary school. Reading Recovery closes this gap at the critical time in children's literacy learning before the gulf is too wide to bridge.

Reading Recovery and Descubriendo la Lectura are research-based, highly effective short-term interventions of one-to-one teaching for the lowest-achieving first graders. In Reading Recovery and Descubriendo la Lectura, students receive 30-minute lessons each school day for 12 to 20 weeks from a specially trained teacher. As soon as students can read and write at grade level and demonstrate that they can continue to achieve, their lessons are discontinued, and new students receive individual instruction.

Numerous studies have examined the effectiveness of Reading Recovery for children with reading difficulties. A notable example is the rigorously controlled experimental study of randomly assigned groups in 40 elementary schools. (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994). Reading Recovery students performed significantly better than other interventions and comparison groups on all measures. Essential differences were related to one-to-one instruction, the lesson framework, and teacher training.

Many children in our schools today speak a language other than English in their homes. Reading Recovery achieves success with students regardless of their proficiency in English (Ashdown & Simic, 2000; Clay, 1993b; Kelly & Neal, 1999). During 2000–2001, Reading Recovery served 16,185 second-language learners. Of those, 40% were fluent in English, 58% had limited English proficiency, and 2% had no English proficiency.

Facts About Reading Recovery Students 2000–2001

149,009	(98%)	Reading Recovery students
3,232	(2%)	Descubriendo la Lectura students
152,241	TOTAL	Reading Recovery and Descubriendo la Lectura students

Racial and Ethnic Background

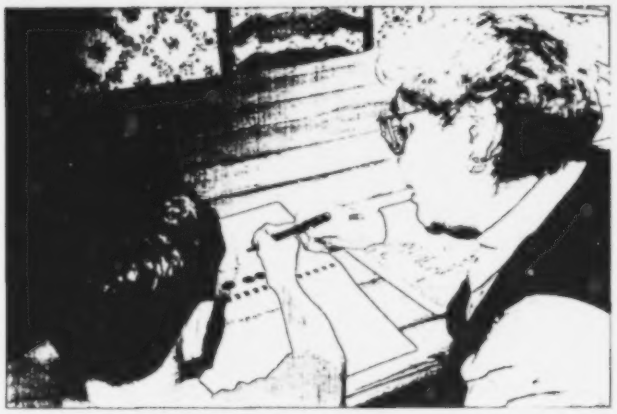
White	59%
African-American	22%
Hispanic/Latino	14%
Other	5%

Gender

Male	58%
Female	42%

English Proficiency of Second-Language Learners

16,185	Second-Language Learners
40%	Fluent
58%	Limited English Proficiency
2%	No English Proficiency



Reading Recovery Lessons

Reading Recovery lessons promote accelerated learning so that students can catch up to their peers, close the achievement gap as quickly as possible, and continue to learn independently.

Each lesson consists of reading familiar stories, reading a story that was read for the first time the day before, working with letters and words using magnetic letters, writing a story, assembling a cut-up story, and reading a new book. The teacher teaches, demonstrates problem-solving strategies, and provides just enough support to help the child develop effective reading and writing strategies.

Each Reading Recovery lesson incorporates the five components identified by the federal Elementary and Secondary Education Act as essential in a comprehensive instructional program in reading. The five components are phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction.

Accelerated learning is possible because Reading Recovery teachers base their instruction on carefully documented daily observations of what each child already knows about reading and writing. This approach creates efficiency. All future instruction works from the child's strengths. In Reading Recovery, the teacher does not waste time teaching anything that is already known (Clay, 1993b).

When a child participates in a full series of Reading Recovery lessons, there are two possible outcomes, both positive:

1. The child no longer requires help and is able to make progress with classroom instruction.
2. Additional evaluation is recommended and further action is initiated to help the child continue making progress. This is a positive outcome because Reading Recovery's diagnostic teaching helps identify children who need more help and provides a documented record of the child's knowledge and strengths as a base for future teaching.

Measuring Success in Reading Recovery

Reading Recovery student outcomes are documented by 17 years of data on every child served in the United States. The achievement goals are measured using the tasks published in *An Observation Survey of Early Literacy Achievement* (Clay, 1993a). Many schools also use other standardized and grade-level measures of success for Reading Recovery students.

When a student successfully completes lessons, tutoring is discontinued and another child then begins lessons. Criteria for success in Reading Recovery means a student

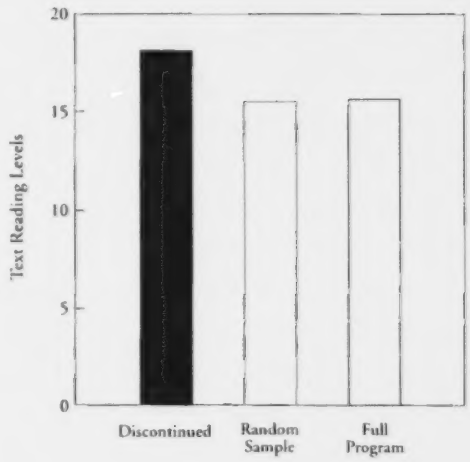
- has demonstrated independent reading and writing strategies that allow continued achievement,
- can read at grade level, and
- has made accelerated gains—not only increasing knowledge but doing so at an accelerated rate.

During the 2000–2001 school year, 149,009 Reading Recovery students were served across the United States. These students were identified by testing and by their teachers as the lowest-performing in reading and writing for their first-grade classrooms. Of all students tutored, 59% met the rigorous criteria to successfully complete their series of lessons, 17% were recommended for further evaluation, 16% had an incomplete program (primarily because they didn't begin lessons until late in the year), 5% moved, and 3% had other outcomes. Of the children who had a complete series of lessons, 78% met the criteria for success. (See Facts About Student Success, page 7.)

Accelerated Progress for Successful Reading Recovery Students

Fall–Spring Gains on Text Reading Level

In order to reach a successful level, Reading Recovery students must progress even faster than other students. One measure of success in Reading Recovery is text reading level gains from fall to spring. A comparison of Reading Recovery students who successfully complete their lessons (discontinued) shows they gained nearly three more text reading levels than students in a random sample group of their peers. Even those Reading Recovery students who did not successfully discontinue lessons improved their text reading level from fall to spring.



"When you compare the success rate of Reading Recovery with other programs that keep children for years and never get them reading on grade level, Reading Recovery is a bargain!"

— P. M. Cunningham and R. L. Allington (1994)

"Reading Recovery provides the best evidence of long-term success for the largest proportion of students served."

— S. A. Walmsley and R. L Allington (1995)

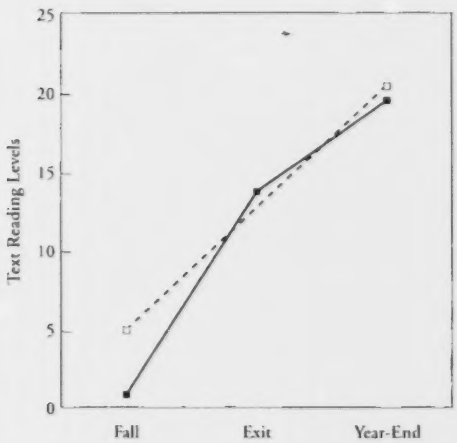
Seventeen years of U.S. data on all students served by Reading Recovery and Descubriendo la Lectura indicate that 81% of students who complete the full series of lessons, and 59% of all students, were able to read and write at grade level.

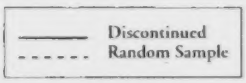
Few Special Education Referrals

While working with the lowest-achieving first graders, Reading Recovery teachers help to identify appropriate referrals to special education. Of the more than 86,000 students who successfully completed their lessons in 2000–2001, 96% did not need to be referred to special education. Of the small percentage who were

Reading Recovery Closes the Gap for Text Reading Level

Fall–Spring Progress on Text Reading Level
Discontinued and Random Sample Students





Students who successfully completed their lessons (discontinued) went from an average gap of 4 text reading levels in the fall to 1.6 in the spring. The chart not only shows accelerated progress while taking Reading Recovery lessons, it also shows that children continue to progress with classroom instruction after they have exited the program.

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referred, only a few who successfully completed lessons—137 children—were placed in special education for reading or writing instruction at the end of first grade. Since special education decisions are made by non-Reading Recovery personnel, these numbers independently corroborate the rigor and success of Reading Recovery.

Sustained Gains

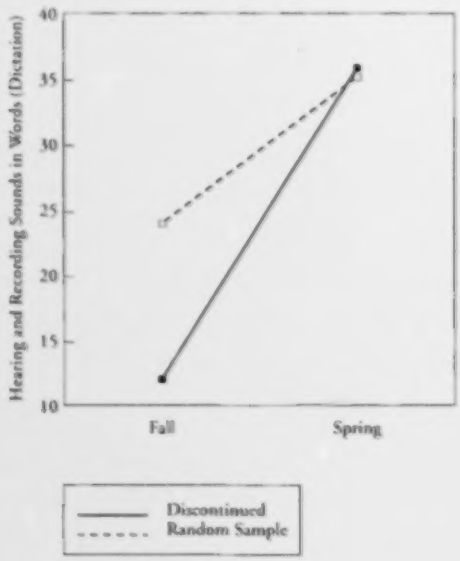
Reading Recovery has consistently proven its ability to bring the lowest-achieving first-grade students up to the level of their peers. In addition, follow-up studies of Reading Recovery students reveal that the majority of students continue to perform within an average range of performance when compared with their peers. This performance reduces their need for long-term remediation. Findings from three states and one district provide examples.

> *Texas:* Two longitudinal studies (Askew et al., in press) followed children through Grade 4 and found that 80–85% of the children (originally the lowest-achieving first graders) who were successful in Reading Recovery in Grade 1 passed the fourth-grade Texas Assessment of Academic Skills (TAAS) reading test. Preliminary findings in a third study show that more than 80% of Reading Recovery children for whom TAAS data were available (whether or not they successfully completed lessons) passed TAAS reading tests in Grades 4 and 5.

Reading Recovery Closes the Gap for Hearing and Recording Sounds in Words (Dictation)

Fall–Spring Gains on Hearing and Recording Sounds in Words (Dictation) Discontinued and Random Sample Students

The measure for Hearing and Recording Sounds in Words (Dictation) assesses phonemic and orthographic awareness by determining how well the child represents the sound of letters and clusters of letters in graphic form. In fall, students who later discontinued successfully from their Reading Recovery intervention had an average score of 12, compared to 23.9 for the random sample. By spring, the children who successfully discontinued lessons had closed the gap, scoring 35.8 on average; this compares favorably to the 35.1 average of a random sample.



Indiana: A follow-up study (Schmitt & Gregory, 2001) of former successful Reading Recovery children in Grades 2, 3, and 4 demonstrated that the majority of children were performing as well as a random sample of their grade-level peers on text reading, the vocabulary and comprehension subtests of the Gates MacGinitie Reading Test, and the Metacomprehension Strategy Index (Schmitt, 1990). The Metacomprehension Strategy Index is a measure of children's knowledge of strategic reading processes given to third and fourth graders. Another measure of student achievement is the third-grade ISTEP test (standardized Indiana assessment). Successful Reading Recovery students were tested using the ISTEP, and their results approximated a normal distribution curve, even though all had formerly been lowest-achieving first graders.

Ohio: A follow-up study (Hovest & Day, 1997) found that of 2,714 former Reading Recovery students, 71% passed the reading portion and 75% passed the writing portion of the Ohio Fourth Grade Proficiency Test.

Facts About Student Success in 2000–2001

149,009	students served
112,814	received a full series of lessons
36,195	did not receive a full series of lessons
59%	discontinued lessons (successful completion)
17%	recommended for further evaluation
16%	incomplete
5%	moved before lessons could be completed
3%	none of the above

Percentage of Students Who Successfully Completed Lessons

78%	of students who received a full series of lessons successfully met discontinued criteria
59%	of students served, even for one lesson, successfully met discontinued criteria

Notes:
Full series of lessons: Those who received at least 20 weeks of the 30-minute daily lessons.
Did not receive a full series of lessons: Most often these are students who do not begin lessons until late in the year.
Discontinued: Those who successfully meet the rigorous criteria to be discontinued (released) from Reading Recovery during the school year or at the time of year-end testing.

San Luis Coastal United School District, California: The school district examined subsequent literacy performance of former Reading Recovery students when they were in Grades 2, 3, 4, and 5 (Brown, Denton, Kelly, & Neal, 1999) using two standardized achievement tests. In most cases, more than three-fourths of the successful Reading Recovery children achieved test scores in the average or above average range on the ITBS and SAT9.

Because these children were the lowest literacy achievers in their first-grade classrooms, these studies demonstrate that Reading Recovery plays a role in dramatically reducing the number of children with extreme literacy difficulties in first grade and beyond.

National Data Evaluation Center

Research and evaluation in Reading Recovery are carried out by the National Data Evaluation Center (NDEC), housed at The Ohio State University. NDEC collects data from every site in the United States each year, including pre- and post-intervention measures on every child who receives Reading Recovery or Descubriendo la Lectura instruction. Each child is assessed formally before entering Reading Recovery or Descubriendo la Lectura, upon leaving the program, and at the end of the school year. This assessment provides direct accountability for the child's progress and is a record of strengths and continuing needs for the child.

NDEC provides technical results annually for the United States and sends results packets to be used by each school, teacher training site, and university training center in evaluating the effectiveness of their implementation. A more complete report (NDEC, 2002) of national results is available in the documents section of the NDEC Web site, http://ndec.reading-recovery.org.

Reading Recovery Professional Development

Critical to Reading Recovery's success with lowest-performing beginning readers is specialized individual instruction that enables children to catch up with their peers reading at expected grade level. This early intervention provides help before the knowledge gap widens and children are labeled as failures. Accelerated learning for lowest-performing children requires expert teachers who are trained to observe children and to make quick, informed teaching decisions based on what individual students need to learn next. Reading Recovery teachers develop strong analytical skills during yearlong graduate education that combines theory and practice.

Intensive Initial Training

Training for Reading Recovery is supported by a three-tiered structure that includes university trainers, teacher leaders, and teachers.

- Becoming a university trainer requires a one-year residency program that prepares postdoctoral university faculty to train Reading Recovery teacher leaders and to oversee regional and state implementation for Reading Recovery. In the United States, instruction for university trainers is provided by The Ohio State University and Texas Woman's University.
- Teacher leaders attend a yearlong, full-time intensive training at one of 23 university training centers in the United States. Their training includes daily individual teaching with four students, participation in graduate-level courses, field experiences with teacher training classes, and work with their school district to prepare for Reading Recovery implementation.
- Reading Recovery teachers also receive a full year of training from a teacher leader at a nearby training site. Their training includes graduate-level study while working individually with at least four children daily.

As a full-time teacher, the Reading Recovery teacher works with many other children during the rest of the day.

In most of the weekly sessions throughout the training year, Reading Recovery teachers-in-training observe two individual lessons taught behind a one-way mirror. Each teacher-in-training teaches a current student while peers observe the lesson on the other side of the mirror. Guided by the teacher leader or university trainer, the observing teachers engage in intense discussion of their observations. After the lessons, all participants meet to reflect and analyze the lesson. This discussion helps teachers make critical connections between theory and practice.

Continuing Education

After the initial training year, Reading Recovery professionals continue learning through continuing contact sessions.

- University trainers attend at least two professional development sessions annually.
- Teacher leaders participate in professional development conducted by university trainers and visit colleagues to learn from their peers.
- Each Reading Recovery teacher attends a minimum of six continuing contact sessions conducted by teacher leaders. At least four of these sessions include observing two lessons behind a one-way mirror.

University Training Centers 2000–2001

University of Alabama at Birmingham
Birmingham, Alabama

University of Arkansas at Little Rock
Little Rock, Arkansas

California State University at Fresno
Fresno, California

Saint Mary's College
Moraga, California

San Diego State University
San Diego, California

University of Connecticut
Storrs, Connecticut

Georgia State University
Atlanta, Georgia

National-Louis University
Wheaton, Illinois

Purdue University
West Lafayette, Indiana

University of Iowa
Iowa City, Iowa

Emporia State University
Emporia, Kansas

University of Kentucky
Lexington, Kentucky

University of Maine
Orono, Maine

Lesley University
Cambridge, Massachusetts

Oakland University
Rochester, Michigan

Western Michigan University
Kalamazoo, Michigan

New York University
New York, New York

University of North Carolina–Wilmington
Wilmington, North Carolina

The Ohio State University
Columbus, Ohio

Shippensburg University
Shippensburg, Pennsylvania

Clemson University
Clemson, South Carolina

University of South Dakota
Vermillion, South Dakota

Texas Woman's University
Denton, Texas

What Literacy Experts Say About Reading Recovery's Professional Development

Reading Recovery teachers are "the most knowledgeable group of reading teachers in the world."

— Lucy Calkins (2001)

"As schools systematize and create more opportunities for serious staff development, the thoroughness of the Reading Recovery model seems to be well worth emulating."

— R. Herman and S. Stringfield (1997)

"Reading Recovery has managed to operationalize that vague notion that teachers ought to reflect on their own practice. That behind the glass play by play analysis and the collegial debriefing with the teacher after her teaching session represent some of the best teacher education I have witnessed in my 28 year history in the field."

— P. David Pearson (1997)

Facts About Reading Recovery Professional Development Network 2000–2001

23	university training centers
571	teacher training sites
40	university trainers
723	teacher leaders
18,830	Reading Recovery/ Descubriendo la Lectura teachers
16	average years of employment in education for Reading Recovery teachers

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Implementation in Schools

Reading Recovery's early intervention is available in about 20% of U.S. public schools that serve first-grade students. It is available in 49 states and the Department of Defense Schools. In 2000–2001, 10,622 elementary schools offered Reading Recovery to their lowest-performing first-grade students. These schools serve diverse economic and racial communities. (See School Characteristics charts, page 15.)

Reading Recovery is the early intervention component of a school's comprehensive literacy plan. As such, it is a system intervention, not an isolated, stand-alone program. Typically, it takes two years to implement a new site in a school district or consortium of multiple districts: one year to have a qualified staff member trained as a teacher leader and a second year to train teachers.

Reading Recovery requires commitment from a school district to implement the intervention and sustain it as part of its comprehensive literacy plan. A school Reading Recovery team is recommended to integrate Reading Recovery into the school's literacy plan and to promote success for low-achieving students. Teams typically include Reading Recovery teachers, administrators, primary classroom teachers, special education staff, and others designated by the school.

Positive results for Reading Recovery students depend not only on instruction, but also upon a school environment that allows for smooth operations. Among the factors that affect results are

- daily lessons for Reading Recovery students
- scheduling for students and teachers
- collaboration with classroom teachers
- teacher selection
- adequate space and materials
- administrative support

What Reading Recovery Is and Is Not

What Reading Recovery *Is*	What Reading Recovery *Is Not*
• Reading Recovery is one-to-one individual teaching.	• Reading Recovery is not group or classroom instruction.
• Reading Recovery is provided by a specially trained, certified teacher.	• Reading Recovery is not delivered by volunteers or para-professionals.
• Reading Recovery is ongoing professional development for teachers.	• Reading Recovery is not a program that can be bought and put in place for teachers.
• Reading Recovery is adopted as a school initiative by the school staff.	• Reading Recovery is not one person's mandated program.
• Reading Recovery is supplementary to good classroom teaching.	• Reading Recovery is not the only reading instruction a child receives, and also not a substitute for good classroom teaching.
• Reading Recovery is for first-grade, lowest-achieving readers only.	• Reading Recovery is not a comprehensive program to improve literacy achievement in all grades.
• Reading Recovery is data-driven teaching to continuously monitor children's progress.	• Reading Recovery is not a program that labels children through extended testing for disabilities.
• Reading Recovery is a short-term early intervention that prevents further difficulties in literacy.	• Reading Recovery is not a long-term service for children.
• Reading Recovery is a long-term school commitment for lowest-achieving first graders.	• Reading Recovery is not a quick fix.

As they consider adopting Reading Recovery, it is important that schools have a clear understanding of what Reading Recovery is and is not, as detailed in the above table.

Reading Recovery Teachers' Broad Reach

One of the benefits of Reading Recovery is the professional development that creates literacy experts who share their knowledge with other staff and students

outside Reading Recovery. Reading Recovery teachers typically teach no more than four or five Reading Recovery students per day, equivalent to one-half day of service. During the remainder of the day, teachers are usually assigned to other duties such as classroom teaching or small-group instruction. During 2000–2001, Reading Recovery teachers' other roles included:

- 63% Title I or reading teachers
- 14% classroom teachers
- 20% other duties such as special education, staff development, or ESL teaching
- 3% half-day, Reading Recovery only

Standards and Guidelines

Reading Recovery's consistent and reliable results for students are based on scientific research with lowest-performing beginning readers. The underlying rationales, principles, and practices are published in *Standards and Guidelines of the Reading Recovery Council of North America* (2001). Reading Recovery sites and schools agree to abide by the standards and are granted use of the Reading Recovery trademark. The trademark was granted by founder Marie M. Clay to The Ohio State University in the United States. Permission to use the trademark is granted royalty free on an annual basis and is contingent upon compliance with the standards and guidelines.

Facts About Reading Recovery and Descubriendo la Lectura Implementation 2000-2001

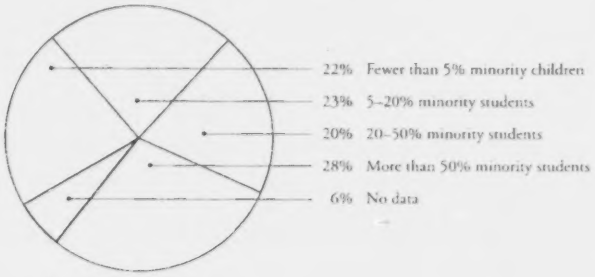
3,293 districts

10,622 schools

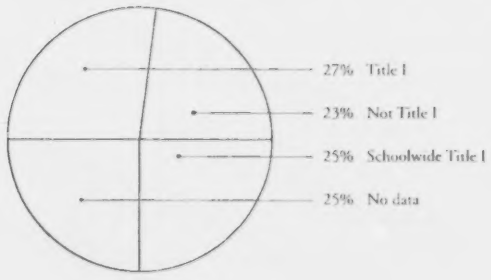
49 states plus Department of Defense Schools (overseas and domestic) and Bureau of Indian Affairs

School Characteristics 2000–2001

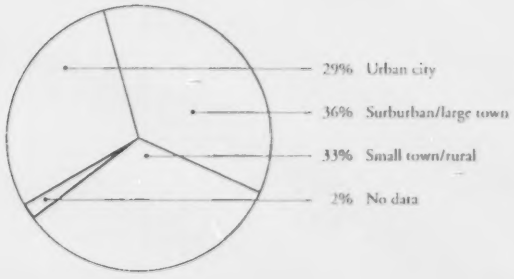
Minority Status of Students in Schools With Reading Recovery


22% Fewer than 5% minority children
23% 5–20% minority students
20% 20–50% minority students
28% More than 50% minority students
6% No data

Title I Status of Schools With Reading Recovery



Reading Recovery Serves Children in Diverse Communities



Sources: National Data Evaluation Center. (2002). *Reading Recovery and Descubriendo la Lectura National Report 2000–2001.* Columbus, OH: The Ohio State University; and National Center for Education Statistics. (2001). *Public Elementary/Secondary Universe Survey.* Washington, DC: U.S. Department of Education.

Descubriendo la Lectura

Descubriendo la Lectura, the reconstruction of Reading Recovery in Spanish, is an early literacy intervention designed for first-grade children experiencing difficulty learning to read and write in classrooms in which the language of instruction is Spanish. During the 2000–2001 school year, 3,232 children were served.

Descubriendo la Lectura is a safety net for children having difficulty in any good bilingual classroom program. In Descubriendo la Lectura, children meet individually with a specially trained bilingual teacher for 30 minutes daily for 12 to 20 weeks. During this short-term intervention, children make faster than average progress in order to catch up with their peers and work at grade level in the regular bilingual classroom. Descubriendo la Lectura can also serve as a pre-referral program for a small number of children who may need specialized longer-term help.

The theoretical principles of Descubriendo la Lectura and Reading Recovery are the same. Both are rooted in the work of Marie Clay. Teaching, implementation, and training are parallel. The procedural differences between the two programs are due to the fact that the two languages function differently.

The field of bilingual education also influences Descubriendo la Lectura. For example, students continue to receive Spanish literacy instruction throughout first grade, and preferably through third grade. Descubriendo la Lectura teachers continue close communication with the bilingual classroom teachers to assure students' success.

Measuring Success in Descubriendo la Lectura

Achievement goals are measured using tasks published in *Instrumento de Observación* (Escamilla et al., 1996). This bilingual version of Marie Clay's

Observation Survey has been available since 1996 and has been widely used across the United States. In this version, the text is primarily in English with examples and scripted instructions to the child in Spanish. The Instrumento de Observación also contains a detailed historical overview of how the Observation Survey was reconstructed for Spanish. Besides the Instrumento de Observación, many schools also use other standardized and grade-level measures of success for Descubriendo la Lectura students.

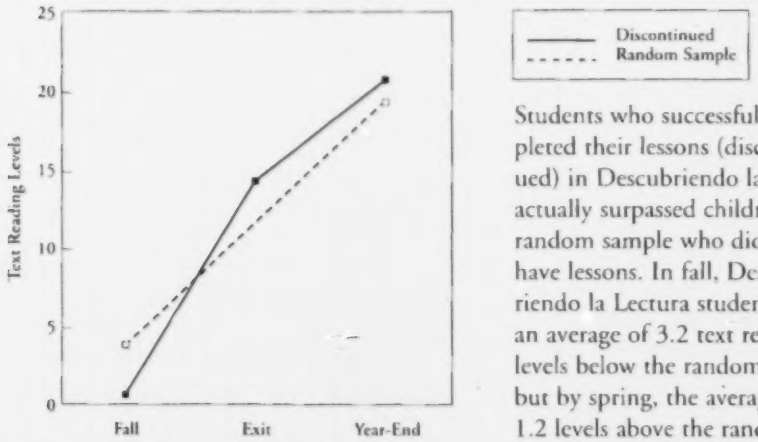
Descubriendo la Lectura has the same criteria for student success as Reading Recovery. When a student successfully completes lessons, tutoring is discontinued and another child then begins lessons. Criteria for success means that a student

- has demonstrated independent reading and writing strategies that allow continued achievement,
- can read at expected grade level, and
- has made accelerated gains—not only increasing knowledge but doing so at an accelerated rate.

During the 2000–2001 school year, 3,232 Descubriendo la Lectura students were served across the United States. These students were identified by testing and by their teachers as the lowest-performing in their first-grade classrooms and were least likely to succeed in school. End-of-program-status data were available for all but 10 of the 3,232 students served. Of all students tutored, 53% successfully completed their lessons, 17% were recommended for further evaluation, 19% had an incomplete program (primarily because they didn't begin lessons until late in the year), 7% moved, and 4% had other outcomes. Of children who had a complete series of lessons, 76% met the criteria for success. (See Facts About Student Success, page 19.)

Descubriendo la Lectura Closes the Gap for Text Reading Level

Fall–Spring Progress on Text Reading Level
Discontinued and Random Sample Students



Students who successfully completed their lessons (discontinued) in Descubriendo la Lectura actually surpassed children in a random sample who did not have lessons. In fall, Descubriendo la Lectura students were an average of 3.2 text reading levels below the random sample, but by spring, the average was 1.2 levels above the random sample students.

Professional Development in Descubriendo la Lectura

Descubriendo la Lectura teachers and teacher leaders have additional requirements beyond requirements for Reading Recovery. They must be fluent in two languages, must hold a bilingual teaching certificate awarded by their state, and must be experienced in bilingual classroom instruction.

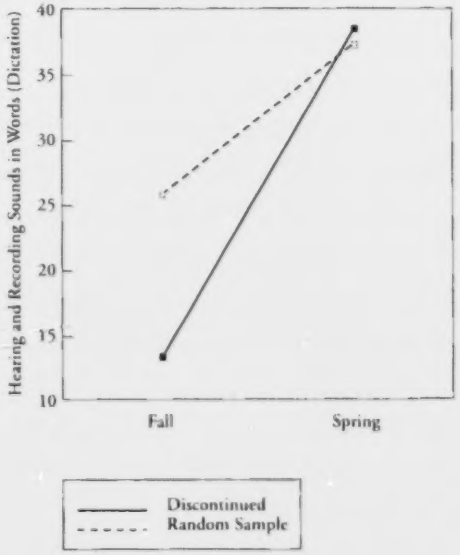
If Descubriendo la Lectura candidates are initially trained in Reading Recovery, they need to receive an additional year of training to serve Spanish-speaking students. This process is called *bridging from English to Spanish.* The same process occurs for Descubriendo la Lectura teachers wishing to be trained in Reading Recovery, which is known as *bridging from Spanish to English.* The initial two-week orientation assists Reading Recovery teachers to understand the similarities and differences in Reading Recovery and Descubriendo la Lectura lesson delivery. Throughout the bridging year, at least half of the children taught are Descubriendo la Lectura students. This enables the teachers to gain deeper understandings of the reading and writing process in Spanish and English.

Currently, two universities in the United States provide training for Descubriendo la Lectura teacher leaders: Texas Woman's University and National-Louis University in Illinois.

Descubriendo la Lectura Closes the Gap for Hearing and Recording Sounds in Words (Dictation)

Fall–Spring Gains on Hearing and Recording Sounds in Words (Dictation) Discontinued and Random Sample Students

The measure for Hearing and Recording Sounds in Words (Dictation) assesses phonemic and orthographic awareness by determining how well the child represents the sound of letters and clusters of letters in graphic form. In fall, students who later discontinued successfully from their Descubriendo la Lectura intervention had an average score of 13.2, compared to 25.4 for the random sample. By spring, the children who successfully discontinued lessons had closed the gap, scoring 37.9 on average; this compares favorably to the 36.7 average of a random sample.



Implementation in Schools

Descubriendo la Lectura implementation is geographically dispersed. High concentrations of Spanish-speaking children and Descubriendo la Lectura teacher leaders are found in Texas, while other states have as few as two to five teacher leaders. (Teacher leaders train and mentor teachers as they operate a training site.)

Descubriendo la Lectura began in Tucson, Arizona in 1988 when a group of bilingual educators applied the procedures developed by Marie Clay to a group of children whose initial literacy instruction was being delivered in Spanish. Since that time, Descubriendo la Lectura has expanded to sites in California, Colorado, Illinois, Massachusetts, New York, Texas, and Washington.

2000–2001 Facts About Descubriendo la Lectura

About Descubriendo la Lectura Students

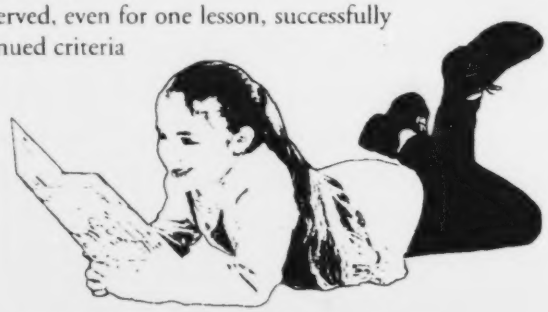
3,232	students served

Gender

Male	56%
Female	44%

About Student Success

3,232	students served
2,246	received a full series of lessons
976	did not receive a full series of lessons
53%	discontinued lessons (successful completion)
17%	recommended for further evaluation
19%	incomplete
7%	moved before lessons could be completed
4%	none of the above
76%	of students who received a full series of lessons successfully met discontinued criteria
53%	of students served, even for one lesson, successfully met discontinued criteria



Notes:
Full series of lessons: Those who received at least 20 weeks of the 30-minute daily lessons.
Did not receive a full series of lessons: Most often these are students who do not begin lessons until late in the year.
Discontinued: Those who successfully meet the rigorous criteria to be discontinued (released) from Reading Recovery during the school year or at the time of year-end testing.
Students served: End-of-program-status data were available for all but 10 of 3,232 students served.

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About the Reading Recovery Council of North America

The Reading Recovery Council of North America is a not-for-profit member organization serving Reading Recovery professionals, the educational community, children, and their families. The Council's more than 11,000 members include teachers, teacher leaders, trainers, site coordinators, and partners. The partner category includes classroom teachers, administrators, reading specialists, community members, parents, and others. Members join to support the Council's mission: to ensure access to Reading Recovery for every child who needs its support.

Learn more about Reading Recovery by visiting www.readingrecovery.org

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